The Effect of Intuition Development Programme on Intuitive Ability, Emotional Self-efficacy and Linguistic Creativity of Secondary Level Teacher Trainees

SYNOPSIS

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1.0 INTRODUCTION

The unknown is not unknown to humans; the prime reason for today's development and advancement. To gain access to the highest levels of knowledge, humans should not only seek outside but also look inside or within. For this, the purpose of education is always to develop a superior level of thinking, e.g., rational, reflective, etc. Another mode of acquiring knowledge is fast and most effective, known as Intuitive thinking. The importance of intuitive ability is recognized in various disciplines, and programs for training in Intuition are being implemented in several fields like management. Intuition is a complex inter-disciplinary term and has multiple shades of meaning. However, the first step is to clarify the concept of Intuition.

1.1. INTUITION

In everyday language, we frequently use terms like 'sixth sense, 'hunch' or 'gut feeling' to express Intuition. The etymological roots of the term 'Intuition' in other languages are: in Latin' intueri,' which is often roughly translated as meaning 'to look inside or 'to contemplate,' and in Hindi, it is called अन्तःप्रज्ञा or सहज बोध which means an ability to gain knowledge without sensory perception, logic and reason. We find equivalent phrases cropping up in other languages and across cultures. For example, in Chinese direct feeling is ‘zhí jué’, in German to make a decision ‘out-of-the-stomach’ is ‘Eine Entscheidung aus dem Bauch heraus fällen’, in Greek Intuition is ‘diaisthisi’, in Hebrew Intuition is ‘intuizia’. Italians use the single word 'intuito.'

Intuition is defined in many disciplines with diverse meanings and is, therefore, a multi-disciplinary term. Primarily, it is associated with philosophy. In Indian philosophy, Intuition- can be interpreted in various ways. Intuition is the ability of the mind to predict what might occur. The highest form of Intuition turns a person into a yogi (the Sixth sense, which implies the ability to predict possibilities instantly without the aid of reason or thought). There are Yogic ways of achieving it, as given by Maharshi Patanjali. Buddhism also encourages the process of meditation over a long-time Intuition developed. Intuition is filled with self-discovery in a learner's journey from novice to expert. Intuition isn't a magical ability that can be enhanced by chanting conventional mantras and shlokas. It is more of an internalized process. Being intuitive is proof that a soul is more connected to the higher power or higher intelligence and that a person's senses are heightened. His observation, listening, awareness,

and visualizing ability are unique. It is only achieved over time, dedication, and internal practices. Radhakrishnan, D. S. (2019) Pointed out that there are two forms of knowledge: intellect and Intuition, and he views that "Intuition is not an emotion but the claim to certain knowledge. It gives us a sense of divine reality as a thing immediately certain and directly known." The English philosopher John Locke explains intuitive knowledge as that which is immediate and which does not depend upon other abilities (as cited in Sadler-Smith, E., 2008).

In psychology, Intuition was first studied under para-psychology. Later psychologists defined it in different ways, but most of them connected it to the domain of the subconscious. In his book 'Mind Energy,' Henry Bergson linked it to consciousness. Many psychologists explain the concept of Intuition in different words and terms, but one of the similarities is that they accept it as a complex cognitive process; a cognitive ability (Sternberg, 1997); an enduring cognitive style or trait (Allinson & Hayes, 1996) and as a cognitive strategy (Hogarth, 2001; Klein, 2003) and all of them linked it to conscious to subconscious level (as cited in Hodgkinson, G. P., & Janice Langan-Fox, E. S.-S.,2008). In the book 'Awakening Intuition' Vaughan defined it as "Knowing without being able to explain how we know." Based on her description, there are four levels of Intuition, i.e., Physical, Mental, Emotional, and Spiritual.

Discoveries in the field of science also provide a new perspective on Intuition. Neuro-scientists discovered an area where Intuition takes place in the brain close to the pineal gland. This has been detected through brain imaging techniques like fMRI, EEG, and MEG. It is known to show up in moments of inspiration. McCraty, R. (2014) writes about heart-brain interactions and the development of a set of self-regulation techniques known as the 'HeartMath System.' The HeartMath process offers individuals systematic and reliable techniques to intentionally increase physiological coherence and self-regulate out of a state of emotional uneasiness into a positive state of emotional calm and stability. One of the techniques, called Freeze Frame, is a five-step process for improving intuitive capacities, obtaining greater clarity, and finding innovative solutions to problems. Today, we not only know what Intuition is but also where in the brain this process happens. Osho (2001) **points out** the constant conflict in the crosswise connected part of the brain. Right-handed people use the

brain's left hemisphere, i.e., analytical and rational thinking, and left-handed people use the right hemisphere, i.e., intuitive, imaginative and creative thinking.

Many views are often based on popular beliefs regarding the differences in male and female intuitive capabilities. Females tend to use the brain's left hemisphere to think, whereas males use the right hemisphere (Osho, 2001). Although mentioned in several blogs, there is no conclusive evidence about neurocognitive differences between the male & female brains. Conventionally, the term Intuition is closely associated with females ('Women's Intuition'), and it is believed that females are more intuitive than men. These apparent differences are not because of the structural differences of the brain but the stereotyping of roles of males and females in society that considers females to be more emotional and intuitive than their male (supposedly more rational) counterparts. Gender differences may arise in the use of Intuition because of their gendered stereotyping roles (Graham, T., & Ickes, W.,1997), and women's belief in Intuition is because of their belief in the emotions more strongly than men (Ward, S., & King, L. A.,2020). Some people understand these cues and benefit from them in their life, while others just ignore them. Traditionally, women are encouraged to think emotionally, but men also use their intuitive powers when faced with an immediate and complex decision. Society encouraged men to think rationally and suppress their emotions because its shows weakness. In the present times, society is breaking the stereotyping of gender roles. As Orloff, J. (2012), in an online article published entitled 'The Power of Female Intuition, states, "Men can be powerfully intuitive -- they have the same capabilities as women." Hence, there is no exact conclusion until today about the gender differences in capabilities of males and females regarding their intuitive powers. For this reason, in the present research, gender differences are not being studied.

When one experiences something directly or indirectly, one's mind takes note and files it away. Later, when we encounter a situation that resembles the past, the mind leaps into a subconscious recognition of a situation. Intuition about the situation might be correct or wrong, but it is not processed at the level of conscious thought. Still, its result occurs at the conscious level of human beings, which leads to the conclusion that it can be developed at this level. One can think of Intuition as thinking that one knows something without really knowing how or why one knows. This raises a question - When Can

We Trust Our Intuition? Mostly, Intuition is often correct, but it isn't always. Without consciously realizing it, we place high confidence in our Intuition. It's right far more often than it's wrong. This raises another question how can one develop Intuition? The question of how Intuition, as an aspect of automatic functioning, is related to deliberate, conscious thought processes has long been the subject of debate.

Research in the fields of cognitive and social psychology has resulted in the fairly well accepted dual-process theory, which posits that there is an intricate interaction between automatic, unconscious processes and slower, conscious processes. While it has been defined in a variety of ways, there is a good bit of consensus that at a basic level, the conscious state, or individual consciousness, can be understood as the awareness of one's self and of one's environment and the corresponding capacity for self-directed action which is informed by input provided through implicit and automatic processes. It is proven by several pieces of research that Intuition is not a guess or gut feeling anymore. Now, it's defined as a complex cognitive process that can be enhanced by practice. Kennedy, J. (2002) suggested that for developing Intuition, a continuous routine and practices in day-to-day lifestyle are needed. Strick & Dijksterhuis concluded in their research that the productiveness of Intuition depends on the level to which one can access and make use of non-consciousness, and in the same year, Tomasino also suggested that Intuition can be developed (as cited in Sipmana, G., Tholke, J., Martens, R., & McKenney, S.,2019)

As Intuition pioneer Cappon, D. (1989) quotes that – "everyone has an opinion on Intuition, but no one does very much about it." It is not appropriate for the present era because many attempts have been made and are going about the different techniques to enhance Intuition. Belief in oneself, practice dhyana or meditation daily, mindfulness, spirituality, calm and relaxed mind, receptivity, curiosity, interest, concentration exercise, attentiveness, problem-solving exercise, etc., are several techniques for it.

1.2. EMOTIONAL SELF-EFFICACY

Every individual is different in handling emotions and emotional operations, which automatically affect their behaviour. The ability to handle emotions is known as emotional intelligence. This concept is closely related to emotional self-efficacy. To comprehend the concept of Emotional Self-

efficacy, one must understand the notion of Self-efficacy. The concept of Self-efficacy was given by Albert Bandura (1977); it refers to the belief in one's competencies to pursue one's goals by four main sources performance accomplishment, vicarious learning, verbal encouragement, and emotional states. Emotional self-efficacy is a belief of an individual about his/her emotions and emotional ability to overcome negative emotions and handle positive emotions and inhibit or not be consumed by those emotions. An individual's faith is about the capacity to classify the emotions, negative and positive, and beliefs to handle diverse and difficult situations and their impact on individuals' thoughts. The concept of emotional self-efficacy is related to the effective use of emotions by an individual (Kirk, B. A., Schutte, N. S., & Hine, D. W.,2008). Emotional self-efficacy is a multi-dimensional concept and is composed of emotional self-regulation, self-understanding of the emotions of oneself and others, perception of emotions, and use of emotions to support thoughts.

Emotional functioning (emotional intelligence and emotional self-efficacy) plays an utmost important role in the teaching profession. Higher emotional self-efficacy means that teacher can handle his emotions in a complex situation and is not consumed by those negative. Not only does it help to regulate their own emotion, but it also helps understand the learners' emotions as well. Zulkosky (2009) found that people with higher emotional self-efficacy are linked with a higher stage of goals situated by an individual to himself, which is concerned, to the high level of promise to the goal and also Hashemi, A. (2014) said it plays a vital role in the formation of effective social interactions, and it generally enables an individual how to manage emotions and relations to reach desired outcomes (as cited in Beri, N., & Akhoon, A. M.,2018). An individual works better when he knows that he is good at the task; this knowing comes from Self-efficacy. Intuitive ability can help in developing this belief to develop emotional self-efficacy and help to reach the desired outcome. Especially in teaching, well-understanding learners' emotions lead to creating a positive learning environment, a belief that is handling emotions well not only helps oneself but others as well. Emotional Self-efficacy and happiness have a positive and significant relationship and have an indirect effect on happiness (Dogan, T., Totan, T., & Sapmaz, F.,2013).

1.3. LINGUISTIC CREATIVITY

Creativity in the language is of utmost importance to teachers in their professional as well as daily life. When one wants to express ideas and thoughts, one uses language. The first step is the command over language (rules, syntax), and the second step is Fluency (ability to generate new ideas), Flexibility (ability to generate verities of ideas), Originality (ability to create unusual/unique ideas), and Elaboration (ability to expend ideas). A higher level of Linguistic Creativity is involved in producing literature and every genre, e.g., poem, song, story, etc. Onsman (1982) distinguished creativity into two- rule-governed and rule-changing creativity in language.

Noam Chomsky, the pioneer of language development, was the one to discuss the concept, "Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involve a process of free creation." (2003, p. 402)

He has also emphasized the role of Intuition in language development. As it is proven, the intuitive ability of a person plays a crucial role in creativity. Intuitive thinking leads to divergent thinking, and Gilford defines it as a creative process. For creative inspiration, one should have to believe in own Intuition. Every artist seeks the muse for artistic inspiration; in other words, they are seeking for Intuition to occur.

Dane, E., and Pratt, M. G. (2007) pointed out in their article about Intuition's role in decision making as well as in high order thinking skills. He wrote, "some preliminary work suggests a link between Intuition and creativity. However, except for a few studies (e.g., Raidl & Lubart, 2000-2001), little empirical research has connected Intuition to creativity"(p.48-49) and suggested exploring it in further research. Teachers, too, need to be creative (Kennedy, J., 2002). For managing classroom interactions and the interest of learners, teachers need to be innovative in practices and creative in presentation. Therefore, it needs to be researched whether Intuitive thinking helps develop linguistic creativity.

2.0. EMERGENCE AND JUSTIFICATION OF THE PROBLEM

On earth, Homo sapiens is the most developed species. Two qualities that make us unique are Intuition and Intelligence. Our zeal for development and never-ending curiosity, and desire to know

all the knowledge is the reason for the present scenario. We are still working on uplifting our qualities by researching. Therefore, there is a shift in the research area: new dimensions are being discovered, and conventional approaches are also being rediscovered in the modern context. Intuition is not a new phenomenon in research and education. Still, different perspectives are being discovered with a blend of new and old approaches. Indians, as well as foreigners, are not taking this ancient knowledge for granted. In recent decades, many kinds of research have been found in Intuition across India. It is time for Indians; we will re-awake our ancient knowledge and wisdom. The National Education Policy (NEP) 2020 has also emphasized quality enhancement in teacher education because it's shaping the future of India and ensuring high-quality content in teaching and training. NEP also gives importance to ancient learning and wisdom by Indian darshan- *Nanay*, *Vedant*, *Yog*, and manuscripts of our culture. It is the right time for a renaissance in education. As described by Indian philosophy, *Antakarn* is called the sixth sense besides sight, sound, smell, taste, and touch and is the highest in the hierarchy.

Dörfler, V., & Eden, C. (2014) published a report on the study of Nobel Laureates (NLs) claim that it is time we should acknowledge it and concluded in their paper "Research on Intuition using Intuition" that one of the dominant and similar things in these noble winning personalities, i.e., Intuition, yet they defined it in different words. They did believe in their Intuition which led to the many greatest findings and discoveries in the different fields, e.g., physics, economics, etc. The unattainable quality of the human mind is because of Intuition, an innate ability that everyone has; sometimes we believe in it or sometimes not. In a learning environment, we should inculcate or foster it and its development techniques.

An online article published by Hough, L. (2020) entitled "A Teacher's Intuition" points out the real-life examples of teachers regarding how Intuition is helpful in their teaching fields and understanding students' emotions and other professionals using it effectively in their respective areas. Teaching is becoming more complex day by day. Teachers should foster the intuitive mind of the learner through their pedagogical practices (Chopra, A.,2021). Teachers should have the intuitive ability and practice its use in day-to-day life. Furthermore, it assists teachers in being aware of needs and environmental cues and also in sensing what happens in their classrooms (Kennedy, J.,2002). Hence, a holistic

program or curriculum should involve intuitive thinking in learning and teaching and how it can be enhanced. With this developed intuitive ability, one can use it professionally as well as personally. It will help to understand needs and behaviour in-depth and plan the teaching-learning process. It also prepares them to handle complexities because it helps generate ideas naturally and provides an insight into forthcoming events, which eventually leads to the enhancement of teaching competencies.

Handling immediate and complex situations which require immediate efforts, Intuition is indispensable in occupations such as emergency nursing, firefighting, aviation, the military, and law (Langan-Fox, J., & Vranic, V.,2011). Indeed, teachers don't face a life-threatening situation in their area, but sometimes they face complexity in the learning environment that demands immediate action. Complexity arises due to/ because of the human element from both sides involved in teaching-learning. People can't predict another person's emotions and their own selves as well. Comprehending emotions in a learning environment and belief in handling emotions (positive and negative) is a much-required competency for teachers. One should have the ability to handle unique/ complex situations and the emotions that arise in those moments. Primarily, an individual should comprehend oneself emotions and use those in a better way and inhibit negative thoughts. Empathetic attitude and Emotional Self-efficacy can provide a belief over those and help them to understand other people's emotions. The emotional state of learners is of utmost importance in learning, and teachers should have to rely on their sixth sense for this. Intuition can help teachers to control emotions, and change occurs in those. It can provide awareness of environmental cues and forthcome towards the shift in learners' emotions.

In order to solve these complexities, they should think rationally and intuitively; a blend of these leads to the better development of the learners. Initiatives should be taken towards this particular area. Developing students' ability to use Intuition has been the essential goal for learning and transforming education. Hence, teachers must carry out themselves and eventually become a model and demonstrate the process of such thinking. Teachers who have developed intuitive ability and understanding of Intuition and its techniques can be valuable for developing Intuitive ability among their learners. Intuition isn't going to solve all the problems of educational settings but helps to solve many of these.

Albert Einstein accepts the role of Intuition in his inventions. It played a vital role in human life and gave artistic inspiration to fulfil the desired result. In painting and literature, many masterpieces now existed because their composers believed in their Intuition; Kavi Surdas and John Milton were both blind but still composed masterpieces of their lifetime.

From these examples, we can say that Intuition also affects language creativity. A better understanding of language and its creative aspects can help generate ideas in more fluent and original ways. The role of language is crucial in the teaching-learning process for planning classroom activities and handling classroom interactions. This is one of the reasons why the two-year Teacher Education Programme, i.e., B.Ed. (suggested by Justice Verma Committee, 2010) a new course named 'Language Across the Curriculum' was implemented. A person who explains ideas in simple and different ways would definitely be a good teacher. Simplicity in thoughts leads better understanding of the learner and creativity in holding their attention.

Sipman, G., Martens, R., Thölke, J., & McKenney, S. (2021), who developed a professional development programme on Intuition and its impact on pedagogical tact, also suggest that intuitive awareness of teachers should be developed for their professional development. A search of the existing literature did not yield appropriate training programmes on Intuition in teacher education, whereas other fields are focusing on it. This observed scenario raises several questions in the researcher's mind. Some important questions related to this research are presented below:

3.0. RESEARCH QUESTION

The present research tries to explore the following questions:

1. How can an effective Intuition Development Programme be developed for Teacher Trainees?
2. Can an Intuition Development Programme affect the Intuitive Ability of secondary level teacher trainees?
3. Will the Intuition Development Programme affect the Emotional Self-efficacy of secondary level teacher trainees?
4. Will the Intuition Development Programme affect the Linguistic Creativity of secondary level teacher trainees?

4.0. STATEMENT OF THE PROBLEM

In order to find out the answers to the above-mentioned research questions, the following problem has been formulated:

"To investigate the effect of Intuition Development Programme on Intuitive Ability, Emotional Self-efficacy, and Linguistic Creativity of Secondary Level Teacher Trainees."

5.0. DEFINITION OF THE TERMS

5.1. EMOTIONAL SELF-EFFICACY

According to Kirk, Schutte, & Hine (2008), "Emotional self-efficacy is nothing but a hierarchical process in which the individuals perceive, understand, describe emotions and use them as the regulator of their thoughts."

According to Dogan, Tatan, and Sapmaz (2013), "The concept of emotional self-efficacy associated with the effective use of individual emotions."

Operational Definition

In the present study, Emotional Self-efficacy is a belief that a person can understand and manage his/her emotions as well as understand others' emotions and react appropriately to them, and feels confident in responding to them.

5.2. INTUITION

According to Frances Vaughan (1979), "Knowing without being able to explain how we know. Intuitive experiences have four discrete levels of awareness: physical, which is associated with bodily sensations; emotional, where Intuition enters into consciousness through feelings; that is, a vague sense that one is supposed to do something and instances of immediate liking or disliking with no apparent reason; mental, which comes into awareness through images or 'inner vision.' This is an ability to come to accurate conclusions on the basis of insufficient information; and spiritual, which is associated with mystical experience, a holistic understanding of actuality which surpasses rational ways of knowing."

According to Hogarth (2001), "the essence of Intuition or intuitive responses is that they are reached with little apparent effort, and typically without conscious awareness. They involve little or no conscious deliberation."

Operational Definition

In the present study, Intuition refers to an innate ability of humans which is helpful in understanding unfamiliar and complex situations and provides instant knowledge or solutions regarding the unknown without the use of the five senses and rational thinking. It is a complex cognitive phenomenon of the unconscious (process) and conscious (result).

5.3. LINGUISTIC CREATIVITY

According to Britta Zawada (2006), "(Linguistic) Creativity is an essential and pervasive, but multi-dimensional characteristic of all human beings (irrespective of age, education, intelligence, social status or artistic bent). Linguistic creativity is primarily the activity of making new meaning by a speaker (in the broadest sense of the user of language in all forms and in all mediums) and the re-creation and re-interpretation of meaning(s) by a receiver. Linguistic creativity is secondarily observable as a feature or product in a language. Linguistic creativity is a graded phenomenon ranging from the more conventional and predictable to the less conventional and unpredictable, and it is manifested in all domains of language (lexis, grammar, text, and discourse), the results of which may or may not become conventionalized and therefore entrenched in a particular language."

Onsman (1982) defined Linguistic Creativity "as an aspect of language which enables a language used to use language in a novel way or to devise new forms of language: rule-governed and rule-changing."

Operational Definition

In the present study, Linguistic Creativity refers to an individual's ability to use language with Fluency, Flexibility, Originality, and Elaboration, including both rule-governed and rule-changing abilities.

6.0. OBJECTIVES

The present study will be conducted with the following objectives:

1.To develop an Intuition Development Programme (I-DeP) for secondary level Teacher Trainees.

2.To investigate the effect of the Intuition Development Programme (I-DeP) in developing the Intuitive Ability of secondary level Teacher Trainees.

3.To analyze the effect of the Intuition Development Programme (I-DeP) on the Emotional Self-Efficacy of secondary level Teacher Trainees.

4.To examine the effect of the Intuition Development Programme (I-DeP) on the Linguistic Creativity of secondary level Teacher Trainees.

7.0. HYPOTHESES

In the present study, the following hypotheses will be tested:

Ha1- There will be a significant effect of the Intuition Development Programme (I-DeP) on the Intuitive Ability of B.Ed. Trainees.

Ha2- There will be a significant effect of the Intuition Development Programme (I-DeP) on the Emotional Self-efficacy of B.Ed. Trainees.

Ha3- There will be a significant effect of the Intuition Development Programme (I-DeP) on the Linguistic Creativity of B.Ed. Trainees.

8.0. VARIABLES OF THE STUDY

The present study will be based on the following variables:

1-Independent Variable:

The independent variable studied in this research is Intuition Development Programme (I-DeP).

2-Dependent Variables:

In the present study, Intuitive Ability, Emotional Self-efficacy, and Linguistic Creativity are the dependent variables. Each of these variables will be studied at three levels- High, Moderate, and Low with respect to Intuition Development Programme (I-DeP).

3-Control Variables:

Age, College, Class/ Teacher education course, time. The plan to control these variables is as follows;

Table 1: Methods to control Control Variables

S. No.	Control Variables	Methods to Control
1.	Age/ Educational Qualification	By Constant Method- Age group and educational qualification (post-UG/PG, i.e., 18-22 years) will be the same in both the groups (experimental and control)
2.	Teacher Education Course	By Constant Method- A sample of both groups will be drawn from the same programme (B.Ed.)
3.	Institute	By Constancy of Condition- Both groups will be selected from the same institute.
4.	Time of Test Administration	By Constancy of Condition- This will be the same for both groups.

9.0. DELIMITATION OF THE STUDY

The present study will be delimited as follows:

1.The study will be delimited to a single University in Agra only.

2.The study will be conducted on secondary level Teacher Trainees (B.Ed.).

3.The study will be delimited to 100 Teacher Trainees.

10.0. RESEARCH METHODOLOGY

10.1. Research Procedure

For the achievement of the objectives of the study, both qualitative and quantitative methods will be used. The present study will be conducted in two phases- The first will be the Development Phase, and the second will be the Experimental Phase.

10.1.1. First Phase- Developmental Phase

There are several curriculum development models; some of them are technical/scientific, like Taylor's Model (1949), Hilda Taba's Model (1962), Saylor, Alexander & Lewis' Model (1981), and Miller & Seller's Curriculum Model (1990). D.K. Wheeler's (1967) is one of the classical and basic models for curriculum development which has five steps cyclic process and provides a continuous assessment at every stage of the curriculum development. At present, the Curriculum model states objectives by the need assessment of the learners, of the present as well as of future. Wheeler's model has been considered, but the model will be modified to incorporate other later models as well. A customized curriculum framework will be developed, and steps will be added to Wheeler's model like needs

assessment and pilot study. An outline of the proposed process is presented here, and the following steps will be taken into consideration.

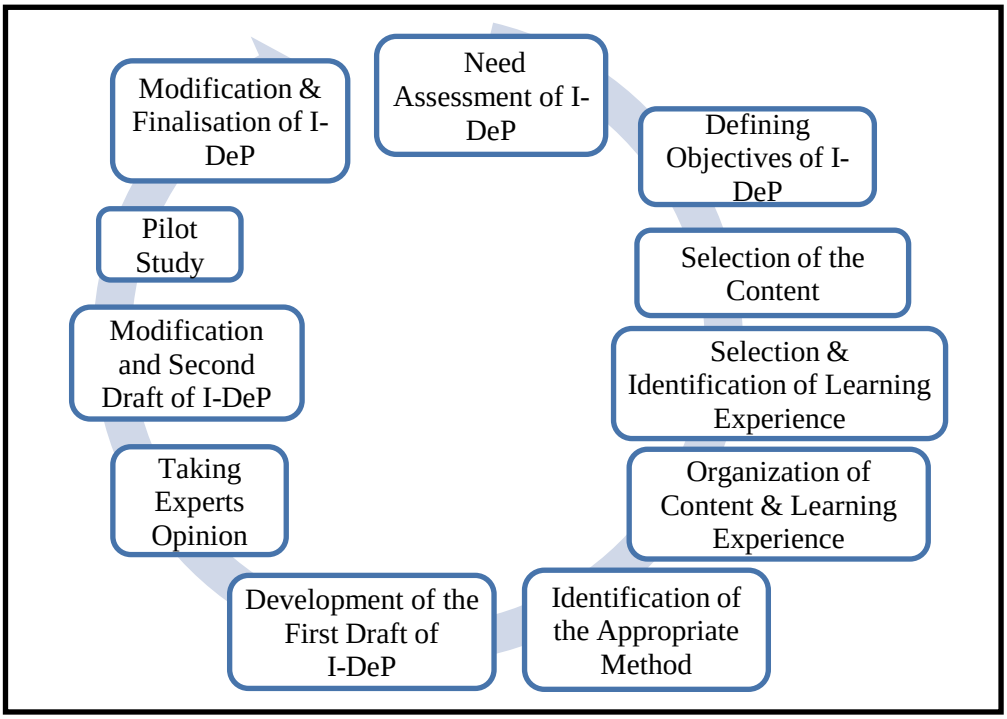
Need Assessment of I-DeP
Defining Objectives of I-DeP
Selection of the Content
Selection & Identification of Learning Experience
Organization of Content & Learning Experience
Identification of the Appropriate Method
Development of the First Draft of I-DeP
Taking Experts Opinion
Modification and Second Draft of I-DeP
Pilot Study
Modification & Finalisation of I-DeP

Figure 1: Showing the steps of the Intuition Development Programme (I-DeP)

10.1.2. Second Phase- Experimental Phase

In the second phase, the Experimental Method will be used to study the effectiveness of developed I-DeP, which will be administered to Teacher Trainees to test their Intuitive Ability, Emotional Self-efficacy, and Linguistic Creativity.

10.2. Research Design

The present study is an experimental study in which the researcher will use two group equivalent pre-test and post-test research designs. This design helps to compare participant groups and measure the degree of change occurring as a result of treatments or interventions. In this design, "X" represents the experimental group and "C" represents the control group. For this purpose, two groups will be formed of B.Ed. Trainees- experimental and control group. Treatment will be given to the experimental group and no treatment to the control group. The scores of the groups will be tested before and after the treatment, and the difference will be found will be assumed due to the treatment.

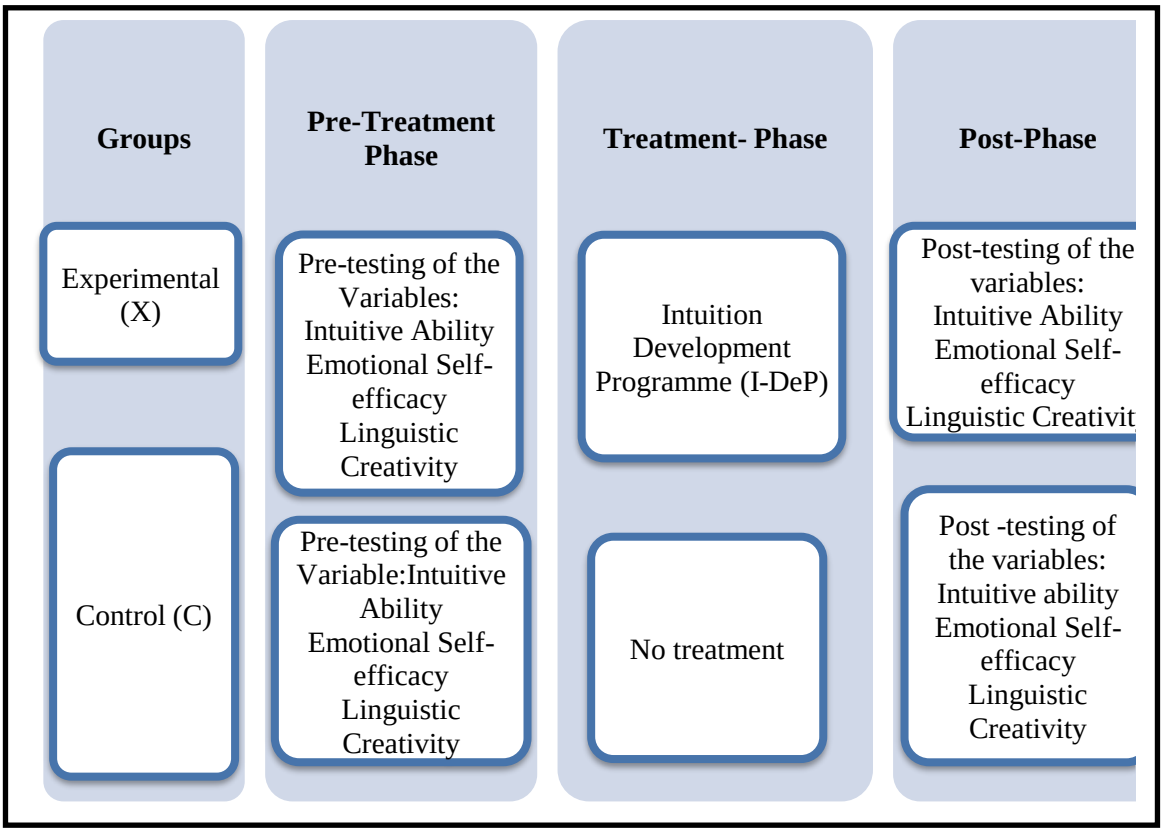
Groups
Pre-Treatment Phase
Treatment- Phase
Post-Phase
Experimental (X)
Pre-testing of the Variables: Intuitive Ability Emotional Self-efficacy Linguistic Creativity
Intuition Development Programme (I-DeP)
Post-testing of the variables: Intuitive Ability Emotional Self-efficacy Linguistic Creativit
Control (C)
Pre-testing of the Variable:Intuitive Ability Emotional Self-efficacy Linguistic Creativity
No treatment
Post -testing of the variables: Intuitive ability Emotional Self-efficacy Linguistic Creativity

Figure: 2. Showing the Research design

11.0. SAMPLE OF THE STUDY

In the present study, all the teacher trainees of the Teacher Education Institutes of Agra will be the population.

11.1 First Phase Sampling:-

Selection of the Institution: In the view of objectives of the study and the availability of suitable conditions for the experimentation of the Intuition Development Programme (I-DeP), selection of the institution will be done by purposive sampling method. One teacher training institutio n will be selected for the present study.

11.2 Second Phase Sampling-

Selection of Sample: Systematic random sampling method will be employed in the selection of sample units. The available section of Teacher trainees of two groups in that institution comprising 50 students in each group will be selected for the present study.

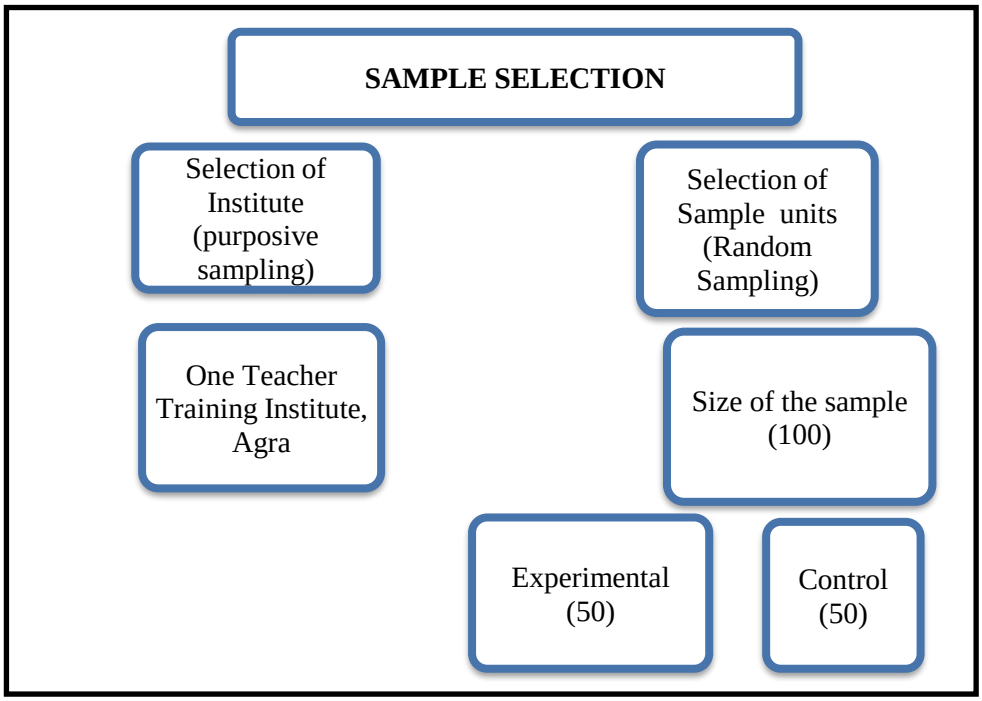

Figure: 3 Showing sample selection process

12.0. TOOLS OF THE STUDY

The following tools will be used for the present study:

1.The Intuition Development Programme of 6 weeks will be developed by the researcher.

2.Several Intuition tests were surveyed. These include *Myers-Briggs Type Indicator* (MBTI) 1985 and *The Rational Experiential Inventory* (REI) 1999, (which contains two subscales: an experiential subscale to measure intuitive processes and a rational subscale to measure analytical processes.) The *Types of Intuition Scale* (TIntS) 2008 by Lauren A. Carlson measures affective, inferential, and holistic Intuition and seems to be suitable for the study.

Further tests will be explored, or a self-constructed tool of Intuitive Ability may be used if required. If construction is required, theoretical foundations will be based on Vaughan (1979), Hogarth (2001), and Pretz, J.E., & Totz, K.S. (2007).

Following standardized tools will be used for the selected variables in the present study:

1.Emotional Self-efficacy-

Name of the tool: Emotional Self Efficacy Scale (ESES) by Dr. Nimisha Beri and Manisha Jain (2015). This scale consists of 31 items divided into three factors- 1. Understanding self and others, 2. Using emotions to facilitate thoughts, 3. Regulation of emotions in self and others. It was

administered to 480 undergraduate-level students. This scale was a Likert-type five-point scale, and all the items were positive type.

2.Linguistic Creativity-

Name of the tool: Language Creativity Test (LCT) by S.P. Malhotra and Sucheta Kumari (1990). This test includes 27 items in five areas – 1. Plot building, 2. Dialogue writing, 3. Poetic diction, 4. Description 5. Vocabulary style. It measures total language creativity and its four components- Fluency, Flexibility, Originality, and Elaboration. It was standardized on 600 boys and girls from VIII to graduate students.

13.0. Statistical Techniques of the Study

1.Descriptive Statistics: Mean, Standard Deviation, Skewness and Kurtosis will be used to know the nature of the data.

2.Inferential Statistics: Analysis of Covariance (ANCOVA) will be used for testing the significance of the difference between the Experimental and Control groups based on pre-test and post-test scores. It is an extension of the Analysis of Variance and helps to evaluate the difference between initial and final scores. It is advantageous in conditions where it is difficult to equate experimental and control groups and helps to minimize the effect of control variables (Garrett, 2011, p. 295).

3.The graphical representation will be used to explain data and results with greater comprehensibility.

14.0. Significance of the study

In Indian education, it is visible that the rational thinking of learners is nurtured at every step. They are reminded by mentors- to think rationally and logically. Rational thinking is not always right to solve the problems; Intuition is also needed. A blend of intuitive and rational thinking is a better approach for all. When our teachers have higher intuitive thinking, they will encourage it and nurture it in learners. First, their intuitive ability should be developed, and they know about the techniques. Intuition Development Programme focusing will be helpful to develop the intuitive ability of teachers pre-service and in-service as well. This programme will help not only teacher trainees but also a teacher as a capacity development programme.

Intuition is everywhere; one should prepare the ground for it to happen and develop it. By nurturing Intuition, one can turn it novice into an expert. Teaching is becoming complex because of the needs

and conflicted environment. No training and education will prepare teachers for all the possibilities; they should rely on their intuitive thinking. Johnson, T., & Kroksmark, T. (2004) write that teachers who use Intuition are aware of the uniqueness of situations. The intuitive thinking of a teacher will help in the development of innovative practices.

This study is also significant from this point of view that it is an attempt to develop linguistic creativity, which is helpful in the communication process. The ability to communicate well is very much important for delivering lectures and classroom interactions. Emotional Self-efficacy will help in self-regulate the emotions and help in interpersonal relationships. Therefore, this programme will not only help in developing intuitive ability but also emotional self-efficacy and linguistic creativity of teacher trainees. It will also prepare them to face their future more confidently and make them more competent and proficient.

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